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ABSTRACT

This exercise simulates the planning of an instructional program for the second week of the sixth grade in an elementary school. The goal is to influence the planning so that the personal talents and interests of each member of the six person staff team will be best used in the planned activities. The six staff roles are senior instructor, instructor, two associate instructors, intern, and paraprofessional. The simulation is 2- to 3-hour exercise broken down into three phases: 1) orientation including study of the school handbook, short term objectives, building space, student achievement profiles, supplementary information on student attitudes, and descriptions of ten students; 2) first planning session, at the end of which the curriculum activities form for the week should be completed; and 3) second planning session, in which each person on the team will outline the activities he will engage in during the week on the Staff Responsibilities Form, and the team will also complete the room arrangement plans. Forty-five minutes will be spent in analyzing the simulation with the game warden. All the material used in the simulation, with the exception of the handbook, is included in the document. (SP 004 892, 893, and 895 are related documents.) (MBM)

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INSTRUCTIONAL PLANNING SIMULATION

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Leadership Training Institute
for School Personnel Utilization

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SP004894

INSTRUCTIONAL PLANNING SIMULATION

Description and Rules

What Does This Simulation Do?

In this exercise you will be a member of a six-man sixth grade staff for Harper Valley Elementary School. It is the first week of school. You are meeting for two hours to plan the instructional program for the second week of school.

Your goal is to influence the planning so that your personal talents and interests will be best used in the planned activities.

The activity is designed to simulate the problems and possibilities facing a differentiated staffing team as they put into operation a school program. The principle objectives for the simulation are:

1. To experience the process that a differentiated staffing team goes through in developing an instructional program.
2. To develop appropriate instructional activities capitalizing on staff skills and interests, given the constraints of time and space.
3. To examine the process by which staff members negotiate tasks and team relationships.

What Does This Simulation Not Do?

This exercise does not provide training in curriculum development, setting performance objectives, or new ideas in instructional methodology. Information and ideas in these areas will come only from other participants on your team.

The exercise does not provide an "ideal" setting for an instructional program, nor are the constraints imposed in the game to be taken as absolute (though they are typical).

How Does This Simulation Operate?

This simulation is a two to three hour exercise that can be broken down into three phases:

I. Orientation: 30 minutes

During the orientation you will be given a Harper Valley Elementary School Handbook for Teachers, which describes the school philosophy and organizational structure.

SP004894

You will also have:

1. A list of short term objectives for instruction at the 6th grade level established by the Curriculum Committee.
2. A game board that represents your building space, with six alternative room arrangements.
3. Student achievement profiles for the 125 students in sixth grade.
4. Supplementary information on student attitudes toward the school.
5. Descriptions of 10 students who represent a cross-section of sixth graders.

Finally, you will have a role to play as a member of the instructional team.

Senior Instructor
40%-60% Instruction

Instructor
50-70% Instruction

Intern
100% Instruction

Associate Instructor (2)
80-100% Instruction

Paraprofessional
(Not Specified)

As it is the first week of school, you will not be well acquainted with each other, and will need to spend some time at the outset and during the game getting to know each other. This can be initiated by the Senior Instructor.

II. First Planning Session: 60 minutes

At the end of the first planning session your team is to submit a Curriculum Activities Form for the following week.

This form indicates all the instructional activities that your team feels would be appropriate for the week, given the stated objectives. The three general areas of planning are English, Mathematics, and Social Science. Activities in Art, Music and Dance can be worked into these areas.

The game warden, acting as a representative of the Harper Valley Curriculum Committee will review these general plans with you at the end of this phase of the exercise.

The game warden will check to see that you are not exceeding the time constraints of the game:

e.g. There are 125 students, and each of these has 20 hours per week with your team (in addition, 1 1/2 hours in P.E. and Crafts, and 1/2 hour in lunch accounts for 10 more hours during the week). Thus, total student instructional time is 20 x 125 or 2500 hours.

Total staff time is calculated by taking the six teachers at 40 hours per week to equal 240 hours.

III. Second Planning Session: 45 minutes

In this session each person on the team will outline the activities he will engage in during the week on the Staff Responsibilities Form.

At the conclusion of the second planning session, you will also complete the room arrangement plans by placing the desired arrangements on the game board.

Team members will need to negotiate how they are to parcel out the instructional tasks indicated during the first session, as well as non-instructional activities such as planning, in-service training, materials preparation, free time, etc. Each member of the team operates on a 40 hour week, so that all activities must total to this figure.

It is important that instructional activities planned in the first planning session are covered or eliminated during the second planning session.

IV. Analysis: 45 minutes

The game warden will examine with you the planning process you have been through from three perspectives:

1. Were the overall curriculum activities and plans congruent with stated objectives and student needs?
2. Was the use of space and teacher time feasible and appropriate given the resources available?
3. Were individuals on the team satisfied with the tasks that they are responsible for?

Secondly, you will be able to examine the assumptions of the game - the constraints imposed, the roles, the data provided, the time factor, what relationships these have to the real world of schooling, and what problems these face us with.

Materials

Description and rules

Role descriptor

School handbook

Short term objectives for 6th grade

Reporting forms:

1. Curriculum activities forms
2. Staff responsibilities forms

Game board with alternative room plans

SENIOR INSTRUCTOR--Harper Valley _____Toole

At a salary level of $14,500 for a 12 month year, you spend from 40%-60% of your time teaching. Your other responsibilities include serving on the Academic Senate, planning curricula (with Farmer, an instructor), and planning and implementating an inservice teacher training program.

Your specialty is teaching reading and creative writing. In addition, you are interested in the use of current events in social studies. Two years ago you took a course in designing instructional simulations, and have since created two games which you used in your own classes. You have been encouraged by the student feedback on those experiences, and intend to do more work along these lines.

The other members of your team seem to show a lot of potential. You have done a great deal of work previous to this year with Farmer. His abilities to develop programmed instruction, combined with the talents of Clark (an associate instructor) in designing Computer Assisted Instruction, should offer your team several new instructional modes. Genouille, the other associate instructor, has an interest in letting kids make movies and video tapes which <u>might</u> work out, but will have to be closely supervised to prevent it from turning into mere wasted motion. Your new intern, Allen, is an excellent T-group leader, according to the Dean of the School of Education. And Curwin, the paraprofessional, is a neighbor of yours who seems to have real skills in human relations, and in particular an ability to deal with minor family crises in a truly creative manner.

ASSOCIATE INSTRUCTOR - HARPER VALLEY _____ Clark

At a salary level of $7,900 for a 9 month year, you spend 95% of your time in classroom teaching, specializing in work with very small groups of students (4 and less.) Your other major responsibility is your service as a member of the Adademic Senate.

Your major field is social studies and you are particularly concerned with emphasizing the social sciences in your classes, since you concentrated in psychology while at college. You are also an expert in designing and programming Computer Assisted Instruction (CAI). While at college you did quite a bit of acting, and your interest in student drama has led you to accept the position of drama coach for Harper Valley. Your hobby is playing the guitar and singing.

Over coffee in the faculty lounge you have learned that the senior instructor, Toole, has an excellent knowledge of current American politics, which you hope can be inputed to the social studies curriculum. After talking with the paraprofessional, Curwin, you think this person has the potential to be able to supervise learning projects independently, but that this potential will require further development and training.

ASSOCIATE INSTRUCTOR - HARPER VALLEY _____ Grenouille

At a salary level of $8,700 for a 9 month year, you spend all of your time in classroom teaching. Your special teaching skill is lecturing to large groups. Your major field is reading and speech, but you have an additional interest in audio-visual skills. For some time you have been trying to work out a program which would allow kids to make their own movies and video tapes, and are convinced that such an experience would have numerous educational rewards.

You have seen Curwin, the paraprofessional assigned to your team, work with A-V materials. Not only does this person have the ability to set up and run equipment, but you feel Curwin might be of great help in actually planning and running an audio-visual production project. The other day you had a chance to see Allen, the student intern, teach a class on art with great success. This new teacher obviously has good potential, which should be given a chance to develop.

INSTRUCTOR - HARPER VALLEY _____ Farmer

At a salary level of $12,250 for a 12 month year, you spend from 50% - 60% of your time teaching. Your other responsibilities include curriculum planning (with Toole, the senior instructor) and the supervision of other teachers, especially those towards the bottom of the hierarchy.

You have been trained in math and science. As well as standard courses in these areas, you want to offer elementary students some research skills which you feel will help them in later schooling. You are also interested in new approaches to the evaluation of both students and teachers. One of your skills is the ability to design programmed instruction, although this takes a great deal of time and you often hesitate to commit yourself to this kind of work. In your spare time you are an avid photographer, and have had some of your pictures published.

You have worked with Toole for many years, and respect his talents as a teacher. There are some questions in your mind, however, about the value of the simulations which he creates; they are fun, but what do they teach? One member of the team who really excites you is Clark, an associate instructor. You once heard Clark give a talk on the place of psychology in the elementary school curriculum which raised many good ideas for Harper Valley. As supervisor of teachers, you want to pay particular attention of Allen, the new intern, who seems to have some good ideas but may be a little impractical. After talking with this person, you feel that some more training in specific teaching skills may be needed.

INTERN - HARPER VALLEY _____ Allen

At a stipend of $3,000 for 9 months, you will spend all of your time in the classroom as a student teacher. You are especially interested in human relations and group processes. You feel that the educational system must change to include training in interpersonal skills if it is to be relevant to the twentieth century. You are also interested in dance, art, and group movement, and have had a great deal of experience in college as a semi-professional dancer.

When you first arrived at Harper Valley you made a concerted effort to find out the strengths of the teachers with whom you will be working. You know that Farmer, the instructor, is very interested in research methodology, and while you feel this is a useful skill, you are afraid that it might be overemphasized at the expense of more human-oriented concepts. You are also concerned about associate instructor Clark's interest in Computer Assisted Instruction (CAI). You believe that CAI's success is mostly due to the gimick aspect of it, and that when this wears off, it will not offer enough reward to compensate for the time and money which it requires.

PARAPROFESSIONAL-HARPER VALLEY _____ Curwin

At a salary level of $4,000 for 9 months, you will spend all of your time as a teacher's assistant. Your responsibility will be to offer clerical help and, you hope, actually participate in instruction. Not only can you type and set up audio-visual equipment, but you also like to read and tell stories and are interested in supervising student learning projects.

You know that associate instructor Grenouille is also a good story teller, and would like to work with this teacher. Associate instructor Clark may have been a good actor in college, but from what you have seen Clark is not a very good director. You wish someone else would coach the drama team, since you think this is an important educational activity.

Harper Valley Elementary School

Short Term Objective - Sixth Grade

Recommended by the Harper Valley School Curriculum Committee

The following objectives are intended to serve you as a general outline of some major areas that should be pursued by sixth grade students in the first weeks of our academic year. The objectives in each subject area are not intended to cover all learnings that might be necessary and desirable, but to serve as guideposts for the areas and skill levels that will be built on throughout the year.

I. Natural and Social Sciences

A. Science's Tools and Experimentation

1. To draw a representation of a dry specimen as seen under a microscope.
2. To prepare a wet specimen and draw a representation of it as seen through the microscope.
3. To set up an experiment testing growing time for mold under varying conditions, interpret and report results.

B. Map Reading: Use of symbols to order the world around us

1. To identify the meaning of at least ten symbols on a standard topographical map.
2. To construct a map of a familiar area using scale, contour lines, and at least five standard map symbols.

C. Contemporary Events: Introduction to a research approach

1. To distinguish between fact and opinion in magazine and newspaper articles describing current events.
2. To select a hypothesis that might explain a controversial man's decision and describe three ways that the hypothesis might be tested.

II. Language Arts and Communication

A. Dictionary Skills

1. To select appropriate meanings for unfamiliar words in context from a dictionary that gives alternate definitions for those words.
2. To construct an entry for a student dictionary of a word that is not contained in the standard dictionary.

B. Reading and Interpretation

1. To voluntarily select and read a book from the resource center.
2. To construct a file of unfamiliar words and their definitions from books used in class readings.

3. To read aloud one part of a dialogue with inflection, tone and voice pitch changes so that dramatic effect is created.

C. Writing and Communication

1. To describe a novel experience orally and/or non-verbally from at least two different emotional perspectives.
2. To change the feeling (tone) of a descriptive paragraph by replacing adjectives given with adjectives selected. (One criteria for the meeting of this objective should be consistency of tone created.)
3. To identify characters and outline a plot for a short drama.

III. Mathematics

A. Geometric Shapes: Exploring the relationship between mathematics and aesthetics

1. To correctly name basic two-dimensional geometric forms: circle, ellipse, triangle, square, rectangle, parallelogram, pentagon, etc.
2. To break down a photograph, an abstract painting, and/or a representational work of art into geometric parts.
3. To construct a collage using geometric shapes so that other students will identify it to be dynamic or static.

B. Arithmetic: Mathematical tools for descriptive research

1. To calculate the mean of a set of one, two or three digit numbers.
2. To interpret the results of a simple survey using the mean (advanced students could go on to the concept of range and standard deviation).

Name: _____

Staff Position: _____

STAFF RESPONSIBILITIES FORM

Week: Sept. 14-21

	Content	Teaching Activity	Time in Hours
Mathematics			
English			
Social Sciences			

Total Teaching Time _____

Name: _____

Staff
Position: _____

STAFF RESPONSIBILITIES FORM Week: Sept. 14-21

Content	Non-Teaching Activity	Time in Hours
Planning	Individual	
	Group	
Inservice	Supervision	
	Group Meetings	
Material Preparation		
Other		

Total Non-Teaching Time _____

Total Time (Both Forms) _____

Team # _____

HARPER VALLEY ELEMENTARY SCHOOL

CURRICULUM ACTIVITIES FORM

WEEK: Sept. 14-21

CURRICULUM AREA: Social Sciences

Content	Activity	Teacher Student Ratio	# Meetings Times	Duration	Total Teacher Time	Total Student Time
Science Tools Experimentation						
Map Reading						
Contemporary Events						

Weeks Objectives in Social Sciences:

Totals _____ _____

HARPER VALLEY ELEMENTARY SCHOOL

Team # _____

CURRICULUM ACTIVITIES FORM

WEEK: Sept. 14-21

CURRICULUM AREA: Language Arts & Communication

Content	Activity	Teacher Student Ratio	# Meetings Times	Duration	Total Teacher Time	Total Student Time
Dictionary Skills						
Reading						

HARPER VALLEY ELEMENTARY SCHOOL

CURRICULUM ACTIVITIES FORM

Team #_____ WEEK: Sept. 14-21

CURRICULUM AREA: Mathematics

Content	Activity	Teacher Student Ratio	# Meetings Times	Duration	Total Teacher Time	Total Student Time
Geometric Shapes						
Arithmetic						

Weeks Objectives in Mathematics :

Totals _____ _____

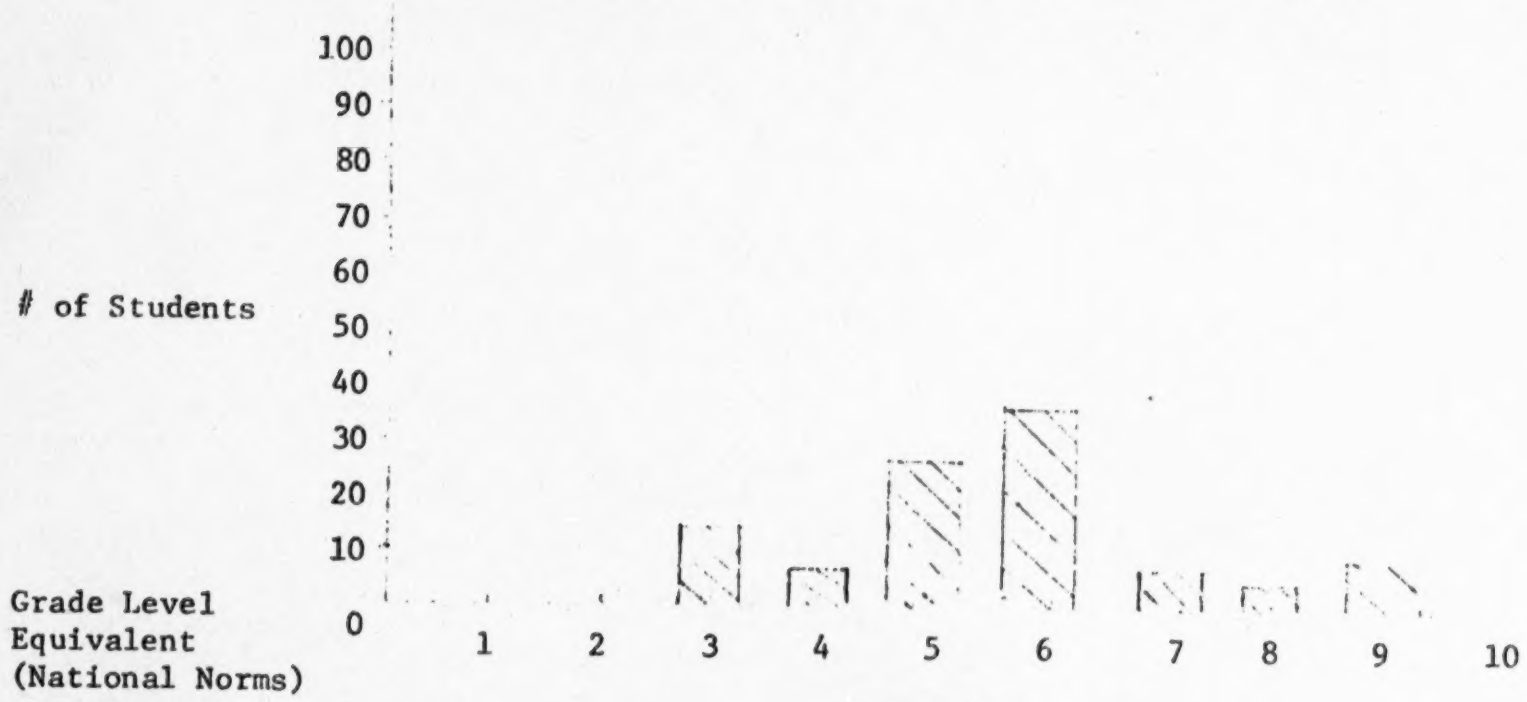
HARPER VALLEY ELEMENTARY SCHOOL

SUMMARY TEST RESULTS - FIFTH GRADE CLASS

The following tests were formulated to test spelling, reading, and mathematics.

Spelling:

A series of 3 oral spelling tests were given. Each exam had words selected from 4th grade books through 10th grade As a result, the following information was made available from the 125 students tested:

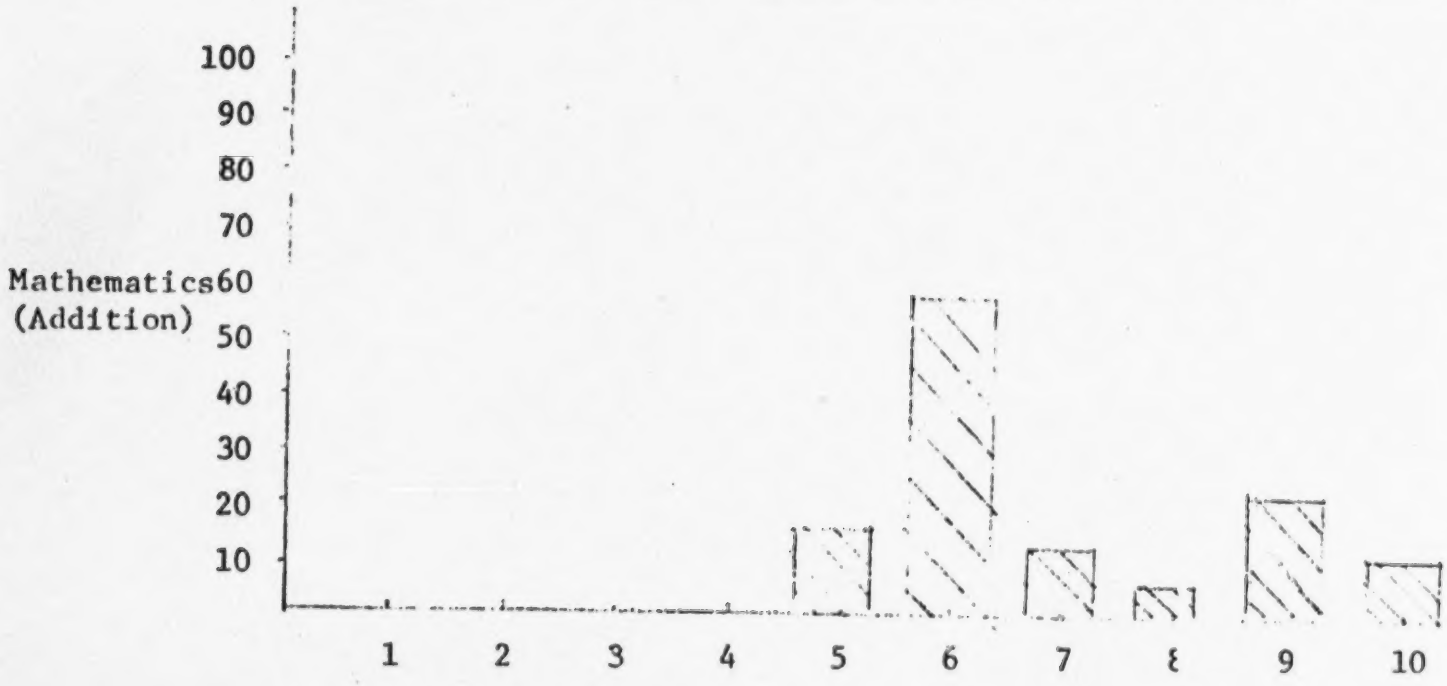


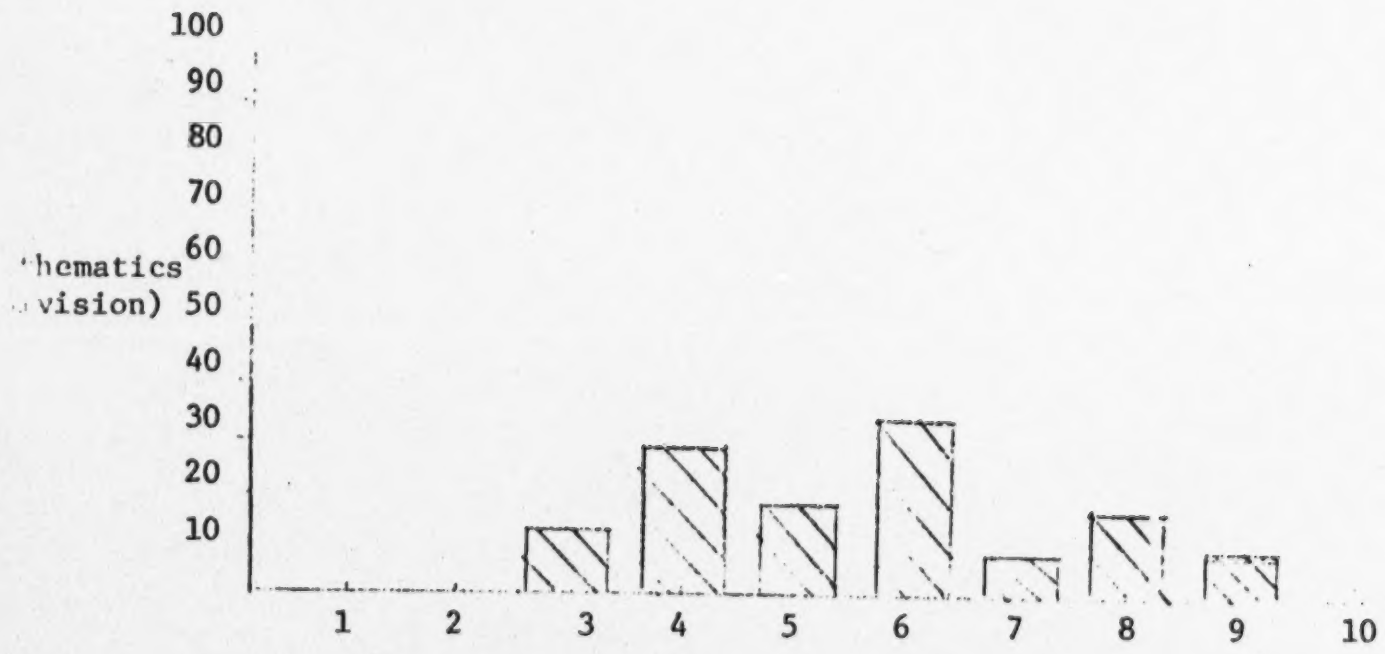
SPELLING

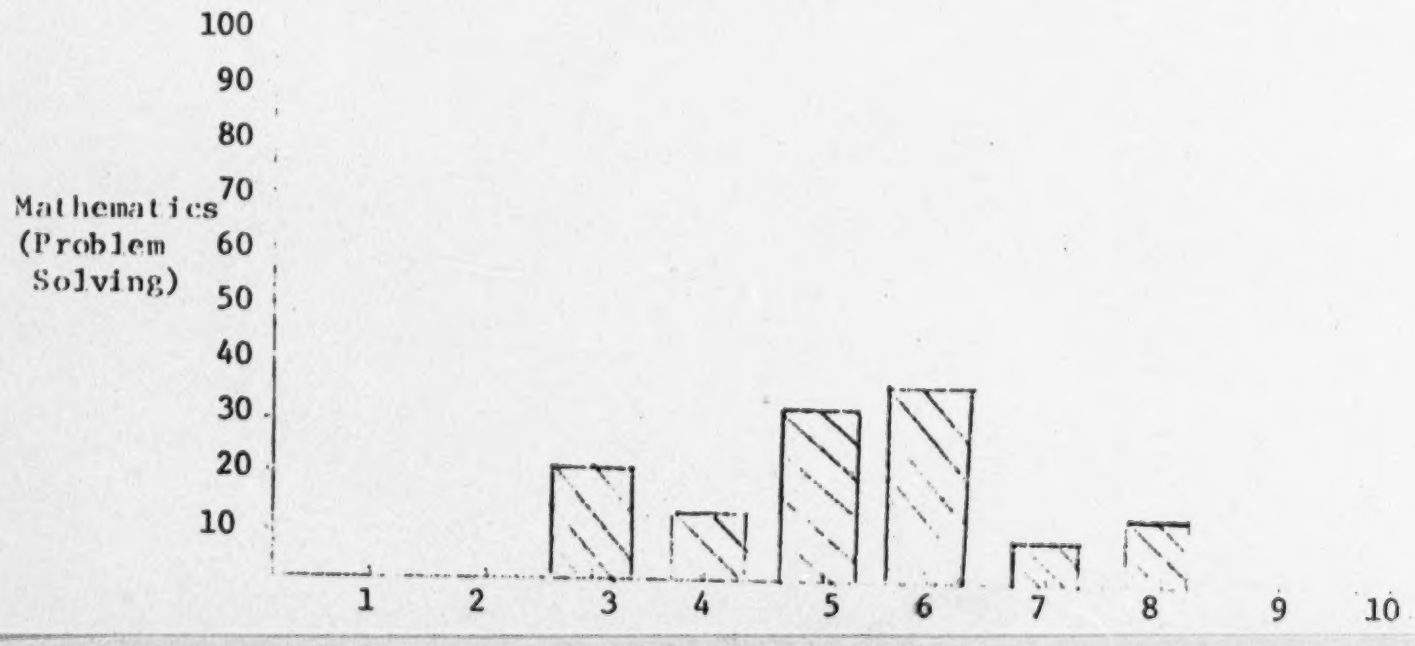
A Reading Comprehension Test was developed by the school to test the reading speeds and reading comprehension of the 125 sixth graders.

Three paragraphs were developed, each successively more difficult than the last. A time limit was established whereby the students must read each paragraph and answer three questions before moving on to the next paragraph. The following chart lists the results of the tests:

From the mathematics exam, the areas stressed were addition, division and problem solving. The following three charts report the mathematical comprehension of the 125 sixth graders tested on national norms:







ANALYSIS - STUDENT ATTITUDES

Student attitudes toward our school were researched last year by Dr. F.L. Aware. The following is a summary of his findings as it relates to our Harper Valley School System.

Students felt that teachers had little control over activities, and the students were not overly supervised. However, the students do not view our school as a friendly place, nor is its environment seen by them as warm and supportive. The lowest score on the scale used was on the variable of awareness. There seems to be little stress on students understanding themselves and issues in society or experiencing aesthetic involvement. Further, students view themselves as being rebellious and somewhat assertive. Scholarship was the highest variable, though even here the emphasis was on chores that teachers set rather than on intellectual exploration.

The results of this study are dissappointing and our senate has urged each team to consider the study and to plan a program that will improve our total school environment.

HARPER VALLEY ELEMENTARY SCHOOL

Haunce Maxnix I.Q. = 109

Reading Comprehension	-	5.2 years
Math Skills	-	5.4 years
Spelling	-	4.9 years
Speech Development	-	4.5 years
Word Usage	-	4.8 years
Reading Speed & Comprehension	-	4.9 years

Comments from previous teacher:

Haunce does not work very hard and tends to spend much time day dreaming. He could be a much better student if he would only put forth some effort. Seems to enjoy math but has trouble with the problem solving area due to his poor background in reading. Does not want to be with the "in" group, but will respond in class when pushed. Haunce enjoys correcting others and loves to argue even if he is not sure he is right or wrong.

Haunce has a poor family background. He is the middle child of five. His father is employed by the State Highway Department, and travels at least three days per week. Mrs. Maxnix has been in poor health since the birth of her fifth child last year.

HARPER VALLEY ELEMENTARY SCHOOL

Yvonne Kammerowski I.Q. = 138

Reading comprehension	- 7.6 years
Math Skills	- 7.3 years
Spelling	- 7.1 years
Speech Development	- 6.9 years
Word Usage	- 7.4 years
Reading Speed & Comprehension	- 7.5 years

Comments from the Principal:

Yvonne is an ideal student. She works very hard and is constantly looking for other areas of interest to pursue.

Yvonne comes from a well educated family. Her father is a Civil Engineer and her mother has a Masters Degree in Elementary Education and teaches third grade at the school. Yvonne is an only child and has traveled extensively with her parents.

Areas of interest include: Creative Writing, reading and speech. She has shown much interest in helping other students with their apparent weaknesses.

HARPER VALLEY ELEMENTARY SCHOOL

Debbie Hush I.Q. = 118

Reading Comprehension	-	6.4 years
Math Skills	-	6.4 years
Spelling	-	6.8 years
Speech Development	-	5.9 years
Word usage	-	[illegible] years
Reading Speed & Comprehension	-	6.8 years

Information from previous 5th grade male teachers:

Debbie is doing work at the expected level but is very withdrawn. She will never volunteer answers unless she is called upon -- usually has the correct answer. Will work independent of all other students and appears to prefer it that way.

Debbie's father owns the local drug store, her mother is a housewife that is becoming quite active in the parent volunteer group at the school.

Debbie loves to read and keeps a very good notebook in current events. Debbie has been quite interested in United States History and has become quite an authority in this area.

Debbie does not like to socialize with her classmates but does enjoy the company of the senior teacher.

HARPER VALLEY ELEMENTARY SCHOOL

On Wednesday, the following incident was related to me by one of my students.

Charles McMugger has recently formed a gang called the "Lucky Hamburgers." Today they were going around the study area hitting kids on the leg with notebooks calling out "ham leg". One of the students had a raised welt on his leg that gave him some pain when he walked.

According to Charles' last year teacher, this type of activity is not uncommon, but he has never had the followers that he apparently has this year. She said that she was able to curb his activities by introducing Charles to an area of interest which was sport cars.

HARPER VALLEY [illegible]TARY SCHOOL

ME[illegible]

TO: Sixth Grade Staff Members

FROM: Allen

RE: Charlene Aquarius

Since our last meeting when you assigned me the task of trying to break Charlene out of her shell, I have drawn the following conclusions based on three unscheduled meetings with her.

1. Charlene seems to be a loner by choice. She has several friends within the class but chooses to avoid them most of the time.

2. Charlene seems to have two areas of interest at this time.

They are:

A. One thing that really impresses Charlene is the fact that her college age sister is in the movement.

B. Charlene spent four weeks at a summer camp where she developed a talent in water color painting. She is very proud of her achievements and has brought several paintings to school to show me.

May I suggest we further develop her interest in painting in an attempt to get her more involved in school itself.

HARPER VALLEY ELEMENTARY SCHOOL

TO: Sixth Grade Staff Members

FROM: Clark

RE: Lawrence Tuttle

Lawrence is a very slow child who needs constant direction. He becomes quite muttled and confused when faced with problems he cannot cope with. Several times this past week he has broken down completely (crying) because he could not read and comprehend directions.

Lawrence's entire problem stems from the fact that he absolutely cannot read for accuracy. Lawrence realizes he cannot read very well, in fact, today he asked if he could write his book report on a movie.

The area of interest that appears to fascinate Lawrence is television--not so much the programs but the behind the scenes--i.e. what goes on behind the scenes to produce the programs and commercials.

HARPER VALLEY ELEMENTARY SCHOOL

Elizabeth Sweet I.Q. 109

Social Maturity - Volunteers information readily
Reading Comprehension - 5.9 years
Math Skills - 5.7 years
Spelling - 5.9 years
Speech Development - 6.1 years
Word Usage - 6.0 years

Elizabeth enjoys associating with teachers rather than her own group. She feels let down when asked to be a participant in her own peer group, expecially if she is not asked to be a group leader.

Elizabeth really thrives on individual attention -- the other day she made the comment to Mr. Toole,"The kids in this class are silly and immature but I really like you."

No apparent outside interests - Her father is away from home quite frequently and the mother works daily.

HARPER VALLEY ELEMENTARY SCHOOL

Denise Sly I.Q. = 101

Reading Comprehension	-	4.3 years
Math Skills	-	4.1 years
Spelling	-	4.6 years
Speech Development	-	4.6 years
Word Usage	-	4.6 years
Reading Speed & Comprehension	-	4.3 years

Denise is fairly slow and does not work hard to compensate for her lack of intelligence.

Denise has been a problem child since the fourth grade in that she will take other students' property. When confronted with this, she claims it is hers and that her parents bought it for her. On two different occasions this year, money was removed from student desks during recess. Both times Denise had left the playground to go to the restroom.

Denise is quite withdrawn and tends to be a loner. Probably a contributing factor is that her parents do not get along. If there is one single thing Denise enjoys about school it is when she does Creative Writing - interestingly enough, she is very good.

HARPER VALLEY ELEMENTARY SCHOOL

Buddy Berrybright I.Q. = 145

TO: Sixth Grade Staff Members

FROM: Clark

RE: Buddy Berrybright

Hey gang, I have a problem child! I really need some help with this boy.

Information I have gathered to date consists of:

Buddy is very smart--tends to be a leader with no followers. This is his first year in the district-- has gone to a lab school in Florida before this year.

Mr. Berrybright is a computer programmer and systems analysis man for Consolidated Dynamics. Buddy has shown me several programs he has developed and run on his father's computer.

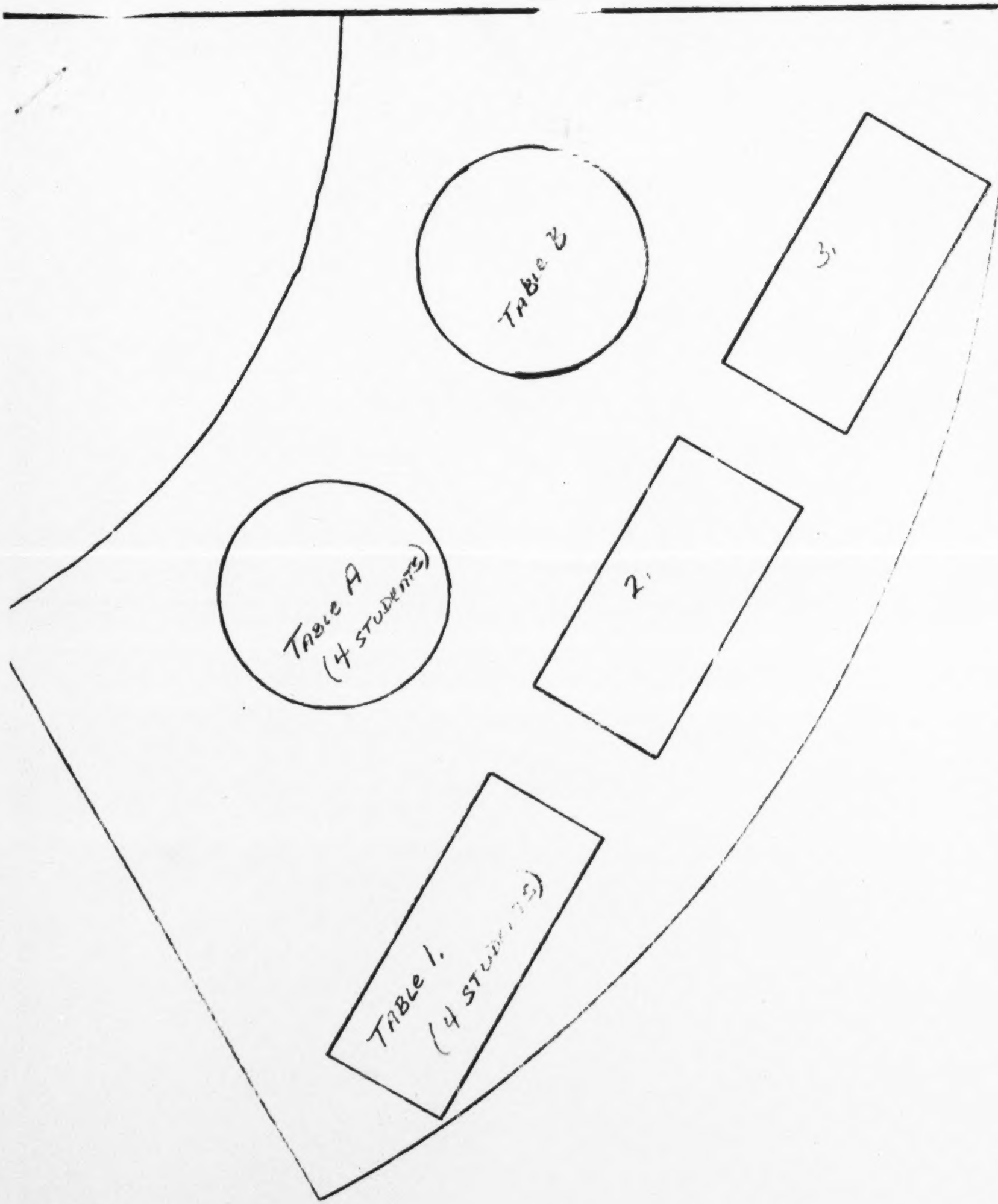
After being in the system for one whole week, he has asked me for help in getting the principal to ok a new bus route he has figured out that should save the driver twenty minutes per run and each student on the average of fifteen minutes riding time.

HARPER VALLEY ELEMENTARY SCHOOL

Herbert Thunderboff

Best athlete in the sixth grade -- tends to get bored very easily with the standard academic program.

Herbert is above average intellectually but is content to do little or no work and barely pass the programs. He has had this attitude for the past year. According to his fifth grade teacher, Herbert was constantly trying to get out of school early to help the coach.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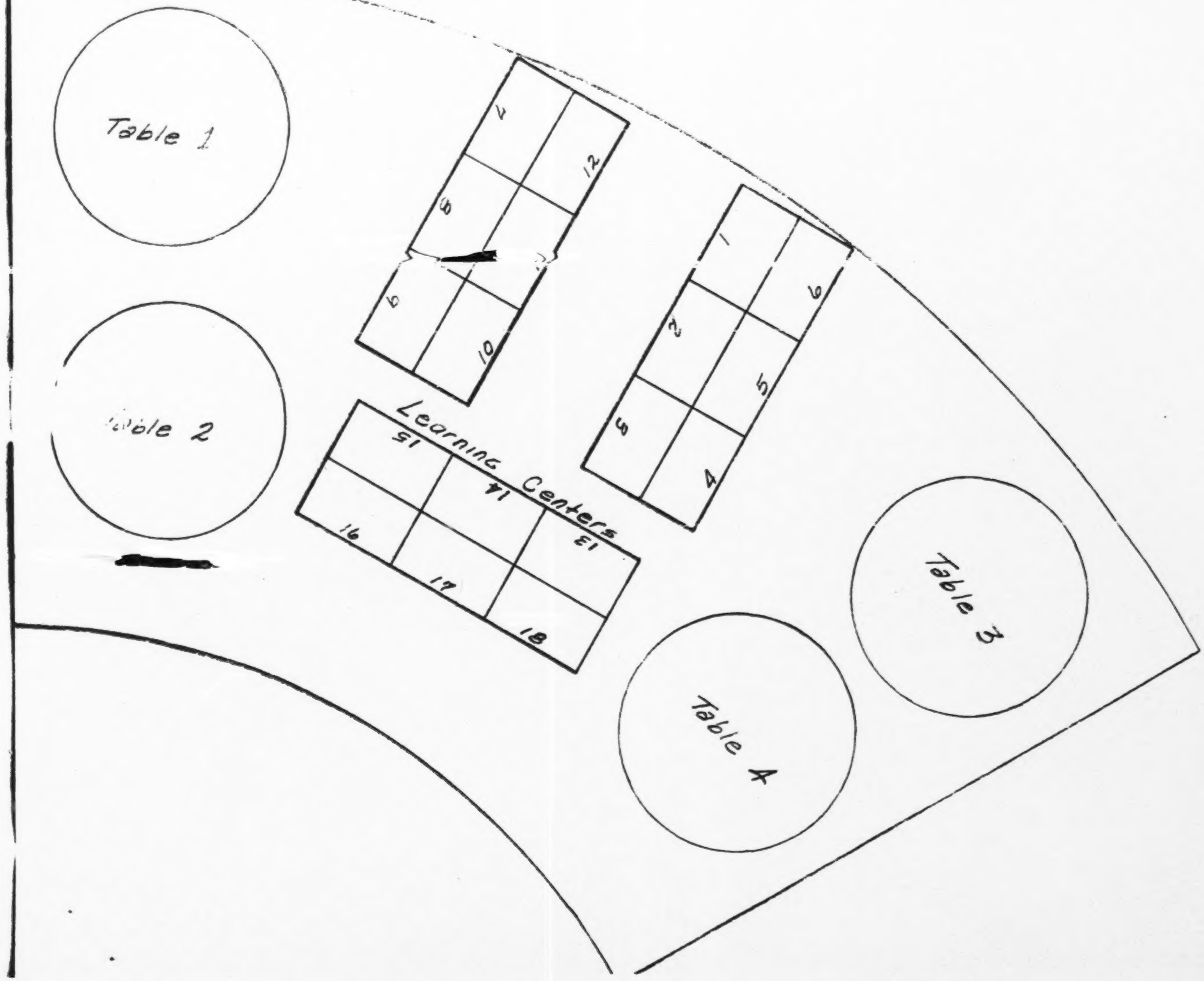
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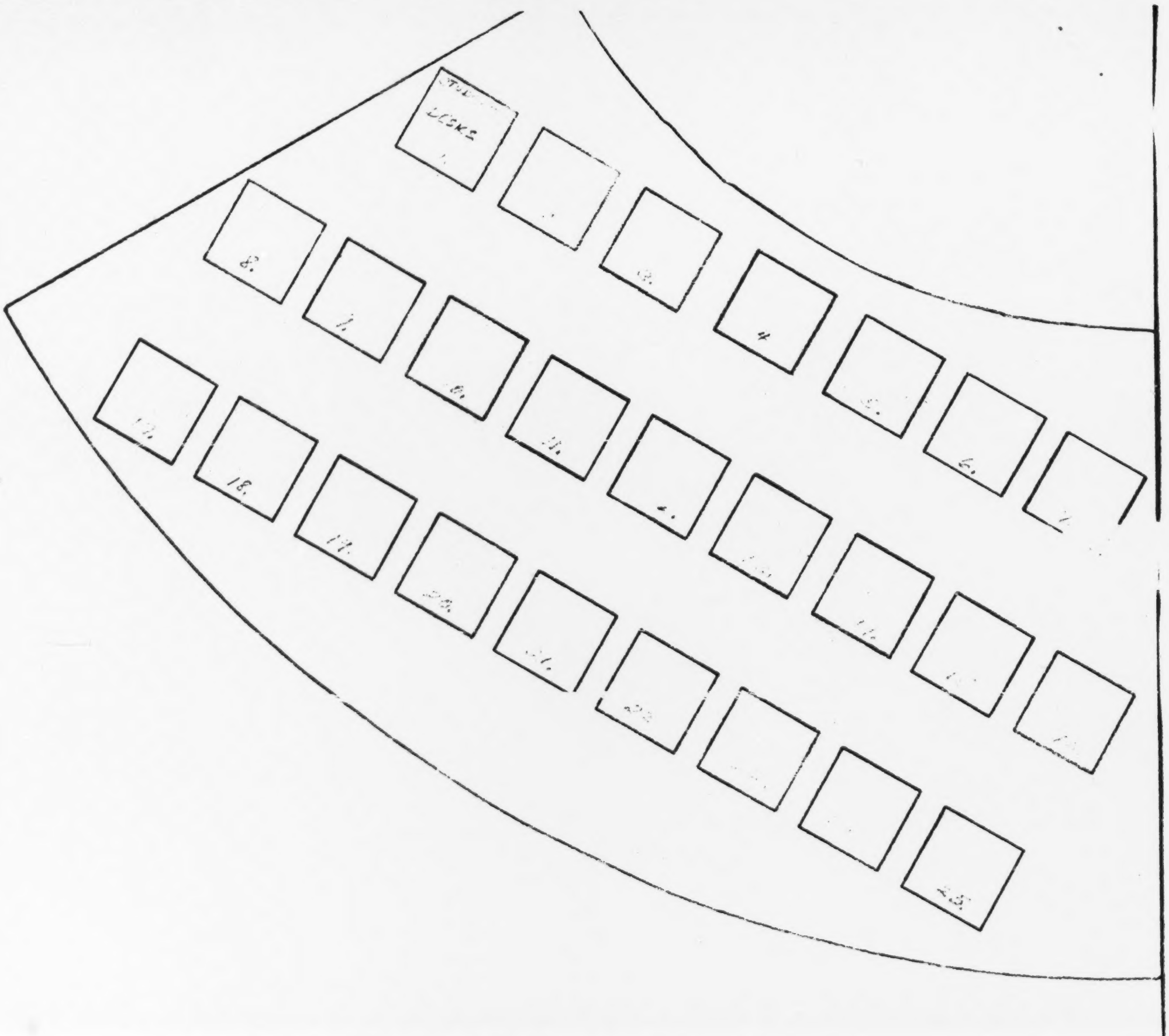
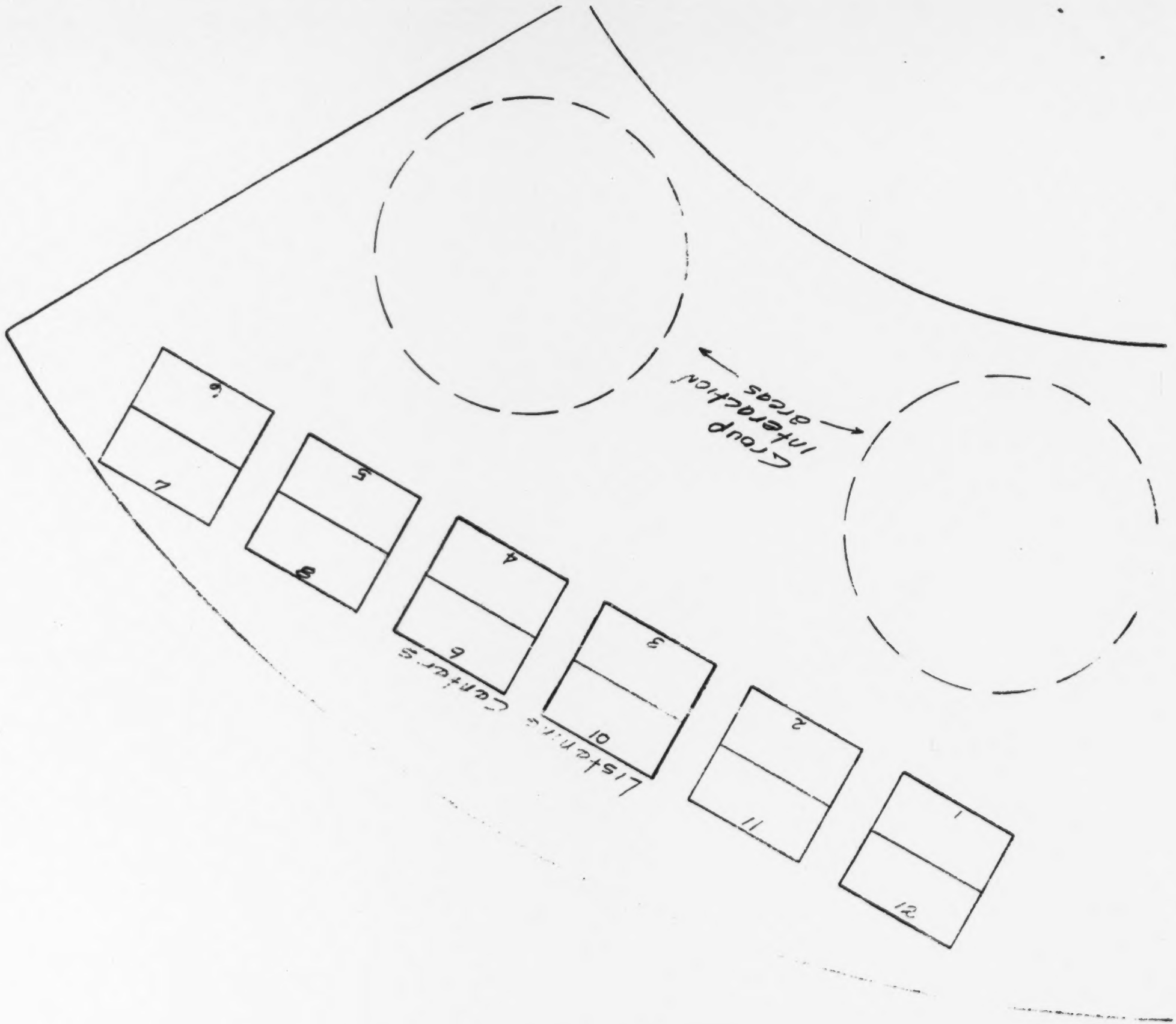

LOCKS


Group interaction areas
Centers
Listening
1
2
3
4
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6
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8
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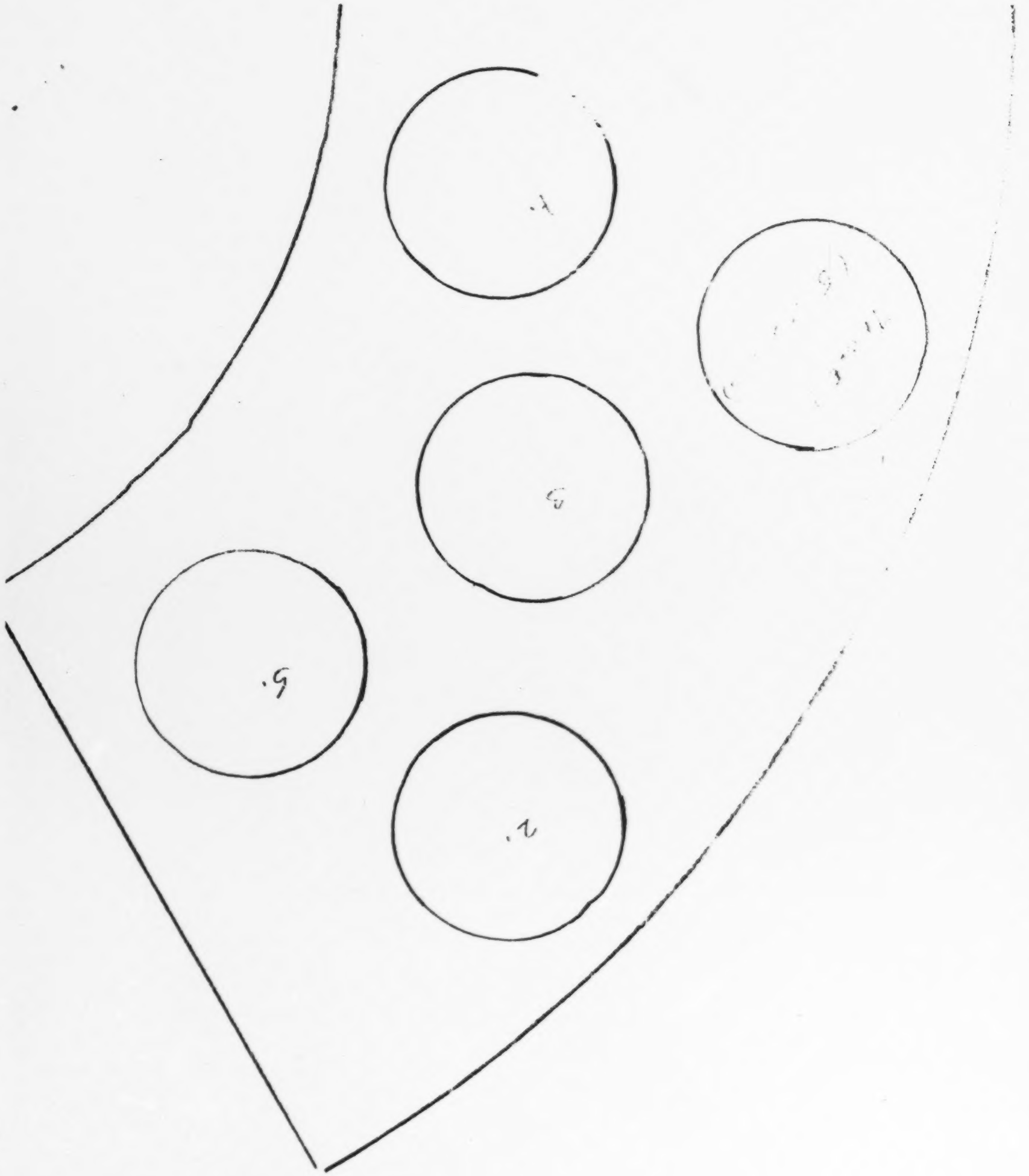
11
12



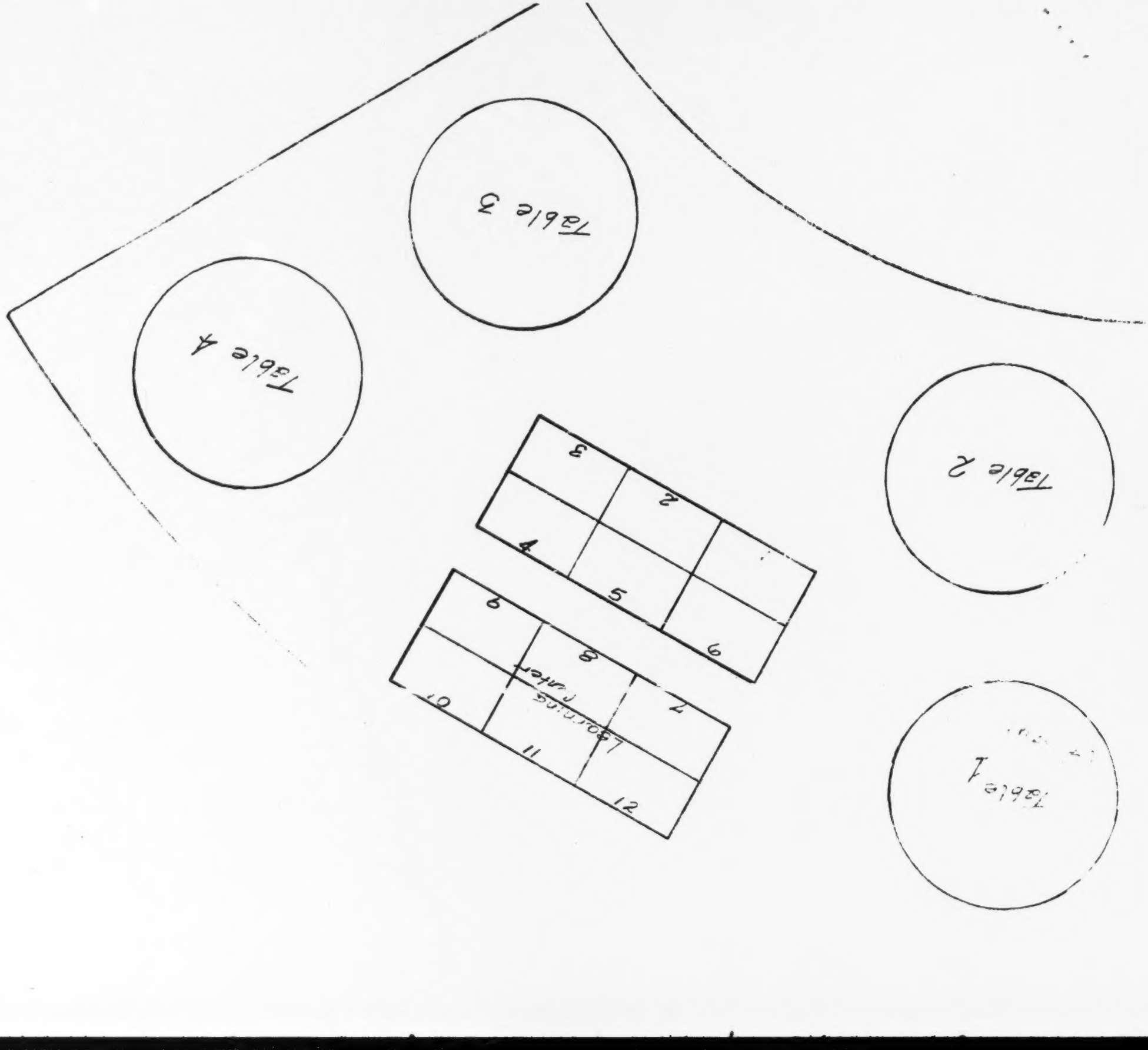


Table 3
Table 4
Table 2
Table 1
Entrance
1
2
3
4
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11
12